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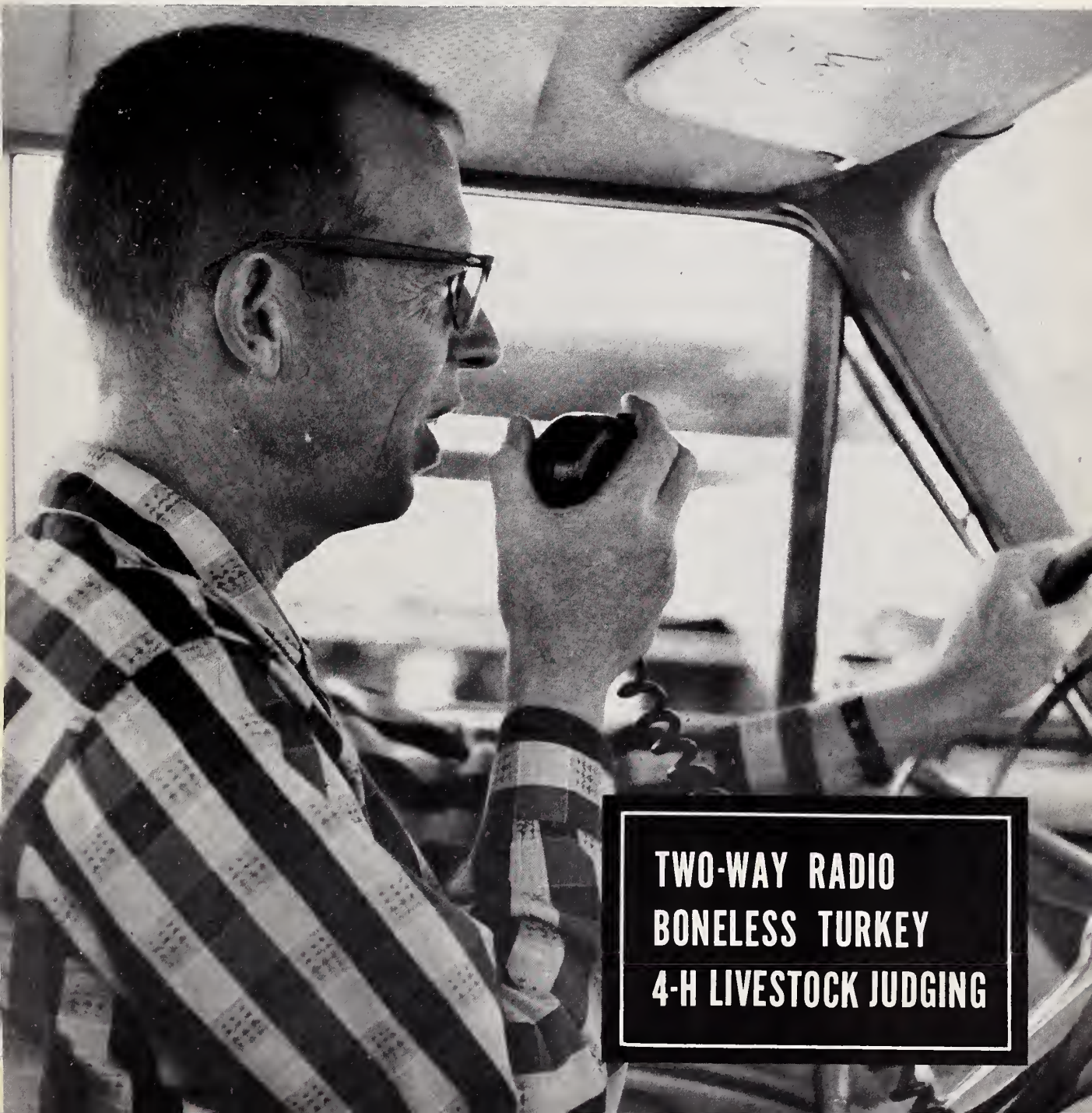
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CURRENT SERIAL RECORDS

EXTENSION SERVICE

REVIEW



**TWO-WAY RADIO
BONELESS TURKEY
4-H LIVESTOCK JUDGING**

The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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EXTENSION SERVICE

REVIEW

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EDITORIAL

"I've no time for reading."

That blunt statement has me worried. If too many people say they have no time for reading it is going to be bad—mostly for those who say they can't find time to read. Reading is a necessity.

People generally find time to do what they want to do. If an individual says he has no time to read, maybe it isn't time he's talking about. What he means is that he doesn't like to read.

Why don't some people like to read? One reason is that they haven't been trained to read. Reading to them is a chore.

Another reason some adults don't like to read is that they were made to do a lot of dull reading during their elementary school days. I almost became a non-reader. But the boy's books by Alger, and others, along with a copy of *Robinson Crusoe* (illustrated), *Gulliver's Travels*, and a magazine or two saved me. (I understand that required reading in the schools these days is a lot more interesting than in the past.)

Another possible reason some people have for not reading is that they have difficulty in picking out what they want to read. No one can read everything. You have to settle for reading that will help you in your work, and help you in day-to-day living. And then there's reading that you just do for relaxation.

This advice of Francis Bacon made over 300 years ago, is still a good guide to reading. He said: "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested."

—WAL



Driving his daily rounds, Farm Adviser James Burgess makes radio contact with El Centro office where the transmitter operator handles inquiries and telephone calls.

Two-Way Radio Increases Efficiency In Imperial County

by ROBERT BOARDMAN
*Extension Information Specialist
California*

“THIRTEEN to Fox.”
“Fox.”

“Would you get the Highway Patrol on the phone right away and tell them there’s been a serious accident here at U.S. 80 and 111?”

“Ten-four, Fox clear.”

Imperial County farm adviser, James Burgess hooked the microphone into the rack of his car. In 5 minutes the Highway Patrol arrived, followed by an ambulance.

Burgess then continued driving his rounds.

Pretty soon the mobile FM radio sputtered.

“Fox to 13,” said Beulah Stroud, speaking from the University of California Agricultural Extension Service office in the El Centro courthouse.

“Thirteen,” answered Burgess.

“I have a telephone inquiry. Mr. Jones of Jones Ranch, wants to know whether hominy feed at \$56 per ton is worth the price with barley at \$54?”

“Sounds real good to me,” said Burgess after a moment’s calculation. And he continued grinding out mileage en route to his appointment at a feedlot.

Meanwhile, it was good to know he had taken care of a query that, without mobile radio, would have had to wait until he returned to the office that night.

Imperial County’s Agricultural Extension Service office, headed by County Director George D. Peterson, Jr., has eight farm advisers’ cars equipped with two-way radios. Anywhere within a radius of 50 of Imperial County’s mostly flat miles, members of Director Peterson’s staff can reach the home office or each other.

No other county in California has a radio network for its farm advisers. The Imperial County system has been in operation 4 years. Its initiation was partly due to a Civil Defense financing agreement, whereby Extension cars immediately join CD’s mobile units in the event of an emergency.

Like the other University of California farm advisers who cruise Imperial County every day assisting growers with production problems, Burgess puts in about 100 miles

a day, except on his office days.

“Much of this would be wasted time if we didn’t have two-day radio,” he observed. “For example, we avoid a lot of ‘dead-heading’ by being in touch with the office and each other. Say a farmer telephones me at the office after I’ve hit the road. He wants help with a problem. His ranch is near where I’m scheduled to make another stop, so Mrs. Stroud calls me and I see him a few minutes after my scheduled stop. Without radio he would have to wait until the next day.”

If a question arises that requires special knowledge, say from an entomologist, Burgess can usually reach the staff insect expert in his office or on the road—and, chances are, get the answer by radio.

Burgess figures he gets twice as much done during a day with radio as he would without it.

And while roaming Imperial County’s 1,500 square miles, it’s nice to know you have help at the push of a mike button. Like the time when his car engine threw a fan belt out in the middle of the desert.

“The office got a repair car out to me right away. Otherwise I might have spent the night there.”

What do the numbers mean? “Ten-four” means “I understand your instructions.” “Fox” is the central office. “Thirteen” is the number assigned to Burgess.

County Director Peterson said it cost \$7,880 to set up the eight mobile receiver-transmitters and the central sending-receiving station.

How well has the investment paid off? Said Peterson:

“In a farming area like Imperial County you need every means of increased efficiency you can get. Our staff makes about 3,000 visits a year to farms and homes.

“Imperial is the Nation’s fourth farm county in production. We generate income of over \$213 million a year in food, forage, and fiber crops. We have the largest cattle feeding business in California. Not a month goes by without a new crop coming out of this fabulous area.

“Need radio? I’d say that without it we just couldn’t operate—or we’d need twice as many farm advisers.” ■

These are but a few examples which reflect an upward trend of interest in rural-urban interrelatedness and human development. Today there are more interrelationships and greater interdependence between the farm, the town, and the city than ever before.

Changes in agriculture and rural life are quickly reflected on Main Streets and in industries and financial centers across the land. In turn, changes in the cities affect agriculture and community life in many ways, influencing what individuals and families believe in, and what the youth of the future will be like and do.

Research shows a continuing heavy migration of youth from farms and small towns. That many farm people have off-farm jobs; that rural and urban people mingle together in many kinds of community activities and commercial trade. That rural standards of living have become more urban-like. That there is more travel and communication between country and city. And that the incomes of farm and townspeople are more dependent upon urban-centered industrial development.

RURAL-URBAN RELATIONS AND YOUTH

by E. J. NIEDERFRANK
Rural Sociologist
Federal Extension Service

THE ROSEDALE 4-H Club of Oildale, California, won first place last year in the National 4-H News Farm-City Week Contest. This enterprising club spearheaded a week-long celebration. After touching off with the Mayor's proclamation, they proceeded to prepare several displays, presented 5 Farm-City Week programs before local organizations, took part in 5 radio broadcasts and 2 television shows, conducted 2 discussions, wrote 20 news stories, and donated \$50 to a Mexican orphanage. There was no doubt that farm-city relations were greatly enhanced by the efforts of this club.

A recent news report from Alabama says that 375 boys and girls attended a "Teenage Clinic" held at Central High School in Courtland. It centered around the need for helping young people develop guiding principles, ideas, and values on which to build human behavior and relations. Group discussions were held on such topics as personal grooming, manners, and applying for a job.

Out in the hunting country around Chester, Montana, the Laird 4-H group found a Farm-City Week activity that was suited to the area and also led to greatly improved relations between city hunters and rural landowners. The group set up a central hunting information center in the schoolhouse at a main intersection in town. Serving refreshments to the hunters, they gave information about where to hunt and encouraged courteous hunting practices.

Rural young people have many educational and social contacts with surrounding towns and cities. Improved highways, radio and television, more elaborate studies and contacts provided in larger, modern community schools, and the new and seemingly more attractive activities in the cities—all these serve to bring rural and urban young people closer together.

These trends, in turn, affect the aspirations, the understandings, the opportunities, and the social abilities of young people. They affect standards of living, patterns of dress, modes of behavior, and subjects of worry or concern.

Urbanization

Most of these trends are related in some degree to the general trend toward urbanized settlement in the countryside surrounding cities.

During the 1950's nearly 1,000 additional towns became incorporated mostly in urban fringe areas, bringing the total to 18,088 incorporated places in the United States by 1960. Nearly 16 million people are living today in urban territory that was classified rural in 1950.

During the 1950's the central cities of the Nation's 212 Standard Metropolitan Areas increased only 1.5 percent within their 1950 city limits, while the urban fringes around these central cities increased an average of 61.7 percent. In other words, the fringe areas grew almost 40 times as fast as the central cities did during the decade.

Actually, two trends have been taking place through the years. One is the centralizing trend of the population from farm and town to city, which has been taking place for a long time. Migration away from farms has averaged about a million persons a year since 1940. The oth-

er is a decentralizing trend as metropolitan growth has extended into the fringe areas of cities. The 1960 census classified the total population as 70 percent urban, 22 percent rural nonfarm mostly living in small towns, and only 8 percent farm population compared to 23 percent in 1940.

Economic Interdependence

The rapidly advancing technology of recent years, bringing with it changes in economic conditions and more town and country contacts, also has been a major factor in producing greater rural-urban interrelatedness affecting youth, economically and socially.

Out of a gross agricultural income of \$35 billion in 1961, farmers spent about \$27 billion for goods and services to produce crops and livestock, most of which was channeled to consumers through urban businesses and industries. They also spent \$18-\$20 billion for the same things that city people buy—food, clothing, furniture, home appliances, automobiles, and other products and services. Some money went for health, recreation, education, and churches. Both farm and townspeople in rural areas spend billions annually in surrounding cities for goods and services.

Besides the decline in number of farmers there also has been an upward trend in the number of remaining farmers who are engaged in off-farm work for pay. According to the 1959 Agricultural Census, nearly 40 percent of all employed farm people were engaged in non-farm jobs at least part of the time, compared with only 14 percent in 1930; 30 percent of all farmers themselves worked at off-farm jobs at least 100 days or more during the year. Many rural farm and townspeople commute 20-30 miles to work. Some belong to labor unions and make urban contacts at the same time. About 35 percent of the total personal income of farm families, came from nonfarm sources in 1961.

Greater farm-city interdependence and interrelationships are reflected not only in these trade, employment, and income figures, but also in the heavy migration to cities.

Of the 2,400 primarily rural counties in the United States in 1950, nearly three-fifths of them had declined in population by 1960.

By then only 353 rural counties had enough economic development to absorb all of their natural population increase and possibly migration from other areas. On the other hand, some 300 metropolitan counties accounted for 85 percent of all of the population increase between 1950 and 1960.

It is in such counties as these where most of the economic growth—jobs in business, industry, and expanding services—is taking place and will continue to take place, providing the greatest opportunities for employment of rural people in the future. Employment in farming and in unskilled and semiskilled jobs will generally decline.

However, the expanding jobs will require more formal education, higher skills, and stronger adeptness to social adjustment, than the farm and nonfarm work of rural

people 20 or 30 years ago. This is another impact of rising technology and greater interrelationships between the farm and the city.

Social Adjustment

The greatest challenge of rural-urban interdependence to youth is in the realm of attitudes and values. Will young people believe in the importance of education and good character? Will they accept change and be able to break away from family apron strings? Will they be able to mingle with other people successfully, including working in large firms or organizations where they will be subject to high standards and direct supervision? Will they be able to meet people and serve the public, in a society that will be undergoing ever increasing complexity and interchange?

Another question, just as important, will the leadership of the other citizens—parents and older people—in rural areas encourage and aid the development of programs and ideas that will help rural young people adapt to a society of ever increasing rural-urban interrelatedness?

The opportunities for leadership, both in one's employment and in the community, will be greater than ever for young people in the years ahead. But it will require *real* men and women to take advantage of these opportunities—young people with education, a sense of responsibility, and cooperativeness. For the world of work and living is going to be even more complicated in the years ahead than it is even today.

Meaning for Youth Programs

The above trends and ideas suggest several areas of emphasis for work with youth. Programs and activities that bring together people of different walks of life help to foster better understandings and open doors of opportunity. Explorations of city business and social life should be studied by rural youth groups, and urban groups could do the same in rural communities. Exchange visits between 4-H Clubs, high schools, church youth groups, and other organizations in different States or regions are increasing.

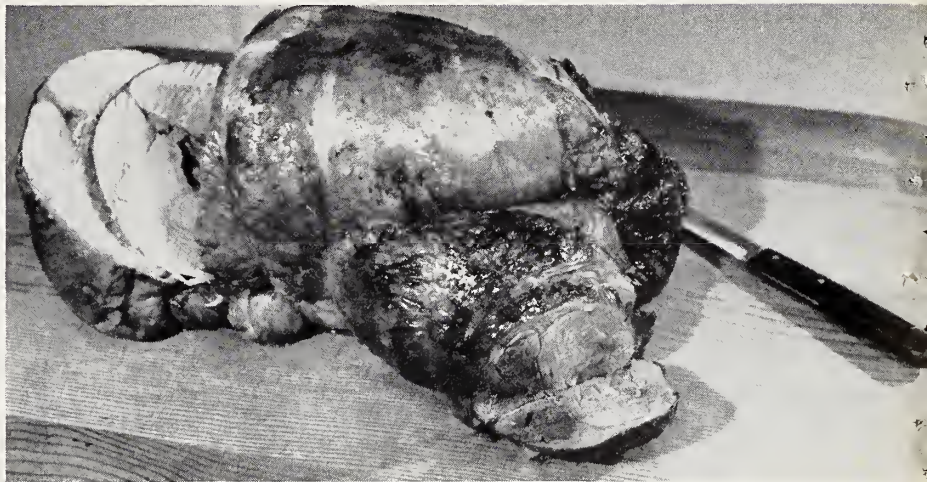
Involvement of youth in adult programs and community affairs will both improve the programs themselves and promote human development for better social adjustment to changing situations. Youth *talk-overs*, *exchanges*, and *joint participation* are being tuned to take advantage of educational opportunities provided by rural-urban situations, and to work on improving them where needed.

To develop programs with such content is a challenge to both adult community leadership and to the professional personnel of public and private agencies. More young adult education is one answer that must be given more attention across both rural and urban America, preferably on a total community basis.

County and area development Extension programs of the RAD type have tremendous potential for promoting greater rural-urban understanding, leading to more effective programs and solutions to economic and social problems, and serving rural youth for a better tomorrow. ■

EXTENSION HELPS OREGON MARKET BONELESS TURKEY

by ZELMA R. NEUGART
Extension Food Marketing Specialist
and CHARLES M. FISCHER
Extension Poultry Marketing Specialist
Oregon



Top, Oregon's boneless turkey retains the appearance of the whole bird. Below, dark and light meat are tied separately, enabling the user to obtain slices of either type.

BONELESS turkey? What's that? Never heard of it!" This was the typical reaction a few years ago from food service institutions, retail outlets, and consumers with respect to this new form of turkey.

Today the picture is much different. Two Oregon processing plants are now producing boneless turkey and sales this year are expected to exceed half a million pounds. Demand for the product has been steadily growing. This change came about as the result of a team approach between the two Oregon processors and the poultry and food marketing specialists in the OSU Extension Service.

It started in 1958 when the food marketing specialist visited a small meat wholesaler and found him boning and tying turkeys for his whole-

sale meat and freezer customers. He had started preparing this product which he termed boneless turkey after observing the popularity of other boneless meat cuts as well as some boneless turkey rolls purchased out-of-State. Convinced he could produce a better boneless turkey for less, he offered the first boneless turkeys to his established customers on a "satisfied or don't pay" basis.

The Extension poultry marketing specialist was informed of this operation and visited the small meat wholesaler to determine if he could be of any assistance in marketing and merchandising the new item. Numerous problems had arisen in marketing the parts of the turkey not boned; thus he worked with the processor on ways of moving them to institutional and retail outlets.

Users of boneless turkey were also visited and their comments were referred back to the processor. Numerous improvements in tying the boneless turkey resulted. The poultry marketing specialist arranged with the processor to keep careful records on the yields of the various weights of turkeys boned. This data has been of considerable assistance in calculating processing costs and determining wholesale prices.

While boneless turkey rolls are not new to the industry, the Eugene meat wholesaler developed a special method of tying them and has applied for a patent. His boneless turkey retains the appearance of the whole bird. The dark and light meat are tied separately so that a user may obtain slices of either all white or all dark meat.

Early in the marketing of this new item, complaints of excessive shrinkage were brought to the attention of the marketing specialists who speculated that the users were roasting the product to an end temperature higher than necessary. Arrangements were made with the Food Science and Technology Department at OSU to roast a number of boneless turkeys in the test kitchen ovens to determine the desirable end temperature. It was learned that the boneless turkey is fully cooked when the internal temperature of the breast meat reaches 170° F. This is from 15° to 20° less than the recommended temperature for whole oven-ready birds.

Information on the lower end temperature was immediately brought to the attention of the processor and to the users of his product. As a result, losses through shrinkage were reduced considerably.

At about the same time, the marketing specialists helped further the development of boneless turkey by arranging a demonstration by the originating processor to bone and tie the product. Home economists, hospital dietitians, food service personnel from Oregon State institutions, and other turkey processors were shown this technique, and then observed the product's slicing properties after roasting.

From this work, a large turkey processor became interested in the product and with the assistance of the originator and the Extension specialists, began processing and marketing boneless turkey in 1960.

Information and Promotion

The dormitory food service at the University of Oregon in Eugene complained of excessive drip loss in this type of boneless turkey—even though they were very satisfied with the flavor and slicing qualities of the product over other boneless turkey used formerly.

OSU marketing specialists furnished the dietitian in charge of quality control with the roasting information acquired from the Food Science and Technology experiments. The food service establishment reduced the roasting time and lowered

the internal roasting temperature, they found that the turkey was not only sufficiently cooked but it resulted in a more juicy and flavorful product. It also handled easier for quantity slicing and serving. The dormitory food service has since been an enthusiastic user of Oregon's boneless turkey.

Consumer Acceptance Test

During the fall of 1962, the Extension poultry and food marketing specialists planned a market test to determine consumer acceptance of boneless turkey. Processors and distributors of turkey in Oregon were contacted by the specialists to determine the availability of all boneless turkey in sizes believed to be acceptable to consumers. They found there were sufficient supplies of boneless turkey from two different sources to conduct the proposed market test.

Since most Oregon consumers were not familiar with boneless turkey, information was prepared and distributed through the consumer food marketing information channel, SPOTLIGHT ON FOOD.

The market test was conducted in 11 Corvallis supermarkets during the 2-week period immediately preceding Thanksgiving 1962. Until that time the major part of the output of Oregon processed boneless turkey had been sold to institutional outlets.

Some in-store merchandising aids on boneless turkey were prepared and placed in the participating supermarkets by the OSU specialists. Retailers were given information on boneless turkey so they could answer food shoppers' questions.

On the day the test began, the Corvallis daily newspaper featured boneless turkey on its food page. During the test, periodic checks were made at the participating stores to examine displays and assist the meat department managers.

To obtain consumer opinion, purchasers of the boneless turkey were asked to leave their names and telephone numbers on slips provided at the checkout counters. Extension specialists selected 50 names at random and interviewed the consumers by telephone.

Test Results

Sales of the product were quite satisfactory—in fact one meat retailer reported that despite the considerable volume of his sales of boneless turkey prior to the Thanksgiving holiday, he still sold as many whole turkeys during the holiday period as he did the year before. Managers of all of the retail stores who participated were sufficiently impressed with boneless turkey that they planned to stock it at least through the Christmas holiday period. Some planned to carry the product the year around.

Information gathered from individual consumers after using the product was most encouraging. A structured questionnaire with some open-ended questions (those without suggested answers) was used in the telephone interview with consumers. As a result some rather impressive information was gleaned from consumers to report back to the industry.

(1) Of the consumers interviewed, the majority were satisfied with the purchase and intended to buy the product again.

(2) Boneless turkey will sell best at the retail level if available in sizes desired by consumers (in this test, boneless turkey weighing between 4 and 6 pounds was in great demand).

(3) Introduction of boneless turkey at the retail level should be accompanied by an educational and promotional program to make consumers aware of the product and to encourage them to try it.

(4) Many consumers overcook boneless turkey; thus information on recommended roasting methods should be part of the educational and promotional program.

The results of the market test showing definite consumer acceptance of boneless turkey has added impetus to the preparation and marketing of this product. Marketing specialists are continuing their work with processors to reduce preparation and marketing costs as well as to obtain better distribution.

The turkey industry is important in Oregon. Returns to producers amount to nearly \$7 million annually. ■



Livestock Judging Contest at the Iowa State Fair.

Change Keynotes Iowa's 4-H Livestock Judging

"THROUGH livestock judging I have gained knowledge of good livestock selection and the close friendship of many people whom I would not otherwise have had the privilege of knowing. I could not have experienced these rewards and satisfactions had it not been for my work in livestock judging."

This statement by Neilan Hansen, Franklin County 4-H Club member, is typical of the interests and attitudes of many club members toward livestock judging in the Iowa 4-H Club program. They regard it as an interesting and challenging learning experience. In 1962, at least half of the Iowa 4-H agricultural club members participated in the program.

James C. Almquist, Area Extension 4-H Leader, states, "I think the livestock judging contest and livestock judging fits directly under 4-H objective No. 4—'Appreciate the values of research and learn scientific methods of making decisions and solving problems.' One of the most important learning experiences for a young man is to learn and practice the decision-making process. Of course the teaching must be such that it enhances the learning of decision making."

Recognizing the interest in judging, we asked ourselves "why?" What unique learning experiences does livestock judging contribute to the growth of 4-H members? Here are some of our answers:

Judging provides the opportunity for 4-H'ers to:

1. learn and understand standards to be used in livestock selection;
2. understand the decision-making process;
3. learn to apply livestock selection standards in a realistic decision-making situation; and
4. learn to recognize the reasons for their decisions and develop the ability to present them.

With these four learning experiences as a basis, we experimented with changes in the judging program.

Our goal is to retain the interest, enthusiasm, and teaching value of the traditional livestock judging program. At the same time we bring into focus new standards of livestock selection and try to sharpen the 4-H member's decision-making process.

Someone might ask why make changes? We had some folks who were critical of the traditional 4-H livestock judging contests and pro-

by THOMAS W. WICKERSHAM
Extension Livestock Specialist
and C. J. GAUGER
State Leader, 4-H Club Work
Iowa

gram. They were saying that 4-H'ers were not being taught to select livestock on the basis of economically important traits. They also said we were not teaching the use of any tool but "eyeballing" in judging.

Market Hogs

We now include market hog *grading* because we feel that this is consistent with practice in the swine industry. Producers are striving to produce a high percentage of No. 1 meat-type hogs. Many markets sort hogs into grades and price them on the basis of grade. Talk in the industry is mostly of grades.

How does our program work? We teach the grade standards as outlined by the Federal Grading Service and explain them primarily in terms of length, backfat, and weight. But we attempt also to emphasize muscling as it relates to grade. Next we teach the methods for evaluating the factors that determine grade. In each county, members practice on market hogs at a farm or a buying station.

Since most grading is done with the eye, we try to teach members to look for visual indicators of fatness and meatiness. We ask them to estimate length and weight. After this we weigh the hog to check the weight estimates. We also live-probe hogs used in the training sessions to check the estimates of backfat.

Sometimes these practice hogs are slaughtered. Then actual length, backfat, lean cuts, or ham and loin percentage figures are determined. This helps members correlate actual measurements to estimates.

In most judging contests we use 10 market weight hogs. They are paraded before the contestants, who then decide on the grade and record their decision. Before the contest begins, a committee picking the class probes the hogs. We use this probe information to help in determining the official grade. In selecting the contest animals we try to avoid "fool-

ers," but we do use hogs that might appear fat to the poorly trained but are actually "meaty." This is helping to teach 4-H members that a good U.S. No. 1 or meat-type hog is not just a thin one.

We feel that such a class can be objectively scored and the contestant's ability evaluated objectively. The contestant either gets the hog graded right and receives full credit or grades him wrong and gets zero. No one's judgment is involved in scoring except as the official committee determines grades on the hogs. This is done as objectively as possible.

Breeding Gilt

Gilts are not placed in the traditional 1-2-3-4 fashion. Instead, each gilt is placed in a "keep" or "discard" group.

Gilts are not judged on visual appraisal alone. We have tried to incorporate the economically important consideration of weight for age and backfat probe along with visual appraisal for conformation and soundness in the evaluation of each gilt.

This is how it works: A group of commercial gilts is selected and probed for backfat thickness. We use gilts whose birth records are available. We obtain weight. The club members are given this information and an adjustment table of weight for age and backfat. They are trained to use the tables to adjust weights to a 154-day basis and backfat probes to a 200-pound basis. We teach that the adjusted weight of a "keep" gilt must exceed 160 pounds, and the adjusted backfat thickness based on probing at three locations must total less than 4.4 inches—an average of 1.47 inches.

Members quickly learn that the fast-gaining, lean gilts are those to keep, and that slow-gaining, fat gilts are those to discard. Objective rather than subjective measures are used as a basis of selection.

Some of the sound criteria that are of long standing are taught, too. Members are trained to count teats and evaluate structural soundness and discard gilts that are lame, have inverted nipples, or poor spacing of teats. The training includes evaluation of gilts for conformation and



County Extension Director Eldon Hans shows 4-H'ers how to select meat-type gilts by feel and eye with some accuracy. Using age, weight, and backfat probe data is more scientific and precise.

meatiness. A gilt can be discarded for general lack of meatiness or poor conformation, and especially for poor ham and loin development. These characteristics are assessed with the eye. Thus they are more subjective, but we believe members can appraise these characteristics.

In our contests, five gilts are selected to comprise the class. Age, weight, and probe information is posted and the contestants are allowed to use the adjustment tables. They adjust weights and probes and check them against the standards. Then they check the gilts for soundness. On the basis of this total information, the contestant simply marks in the "keep" or "discard" column on the card. He writes simple phrases or sentences supporting his judgment of each gilt.

In this class we have tried to use newer knowledge of selection methods based on research findings. We use visual appraisal for sizing up characteristics which can be evaluated in this way. Judging of the breeding gilts along these lines is meant to be much as a good hog



Dr. L. N. Hazel of Iowa State shows how to probe a hog for fat covering.

raiser would do it. This producer has little reason for ranking his gilts. He simply decides which to put in the breeding herd and which to take to market. He bases his decision on the information at hand—in other words he “keeps” or “discards.”

Sheep

The breeding ewe class provides an opportunity to incorporate still another concept—price—into the judging program. In practically every livestock buying or selling transaction price as well as individual excellence of the animal enters into the decision-making process.

To involve price in judging breeding ewes, we hypothetically give each member “X total dollars” with which to buy replacement ewes for his flock. Ewes that represent the kind of commercial ewes generally available for purchase are selected for training events and contests. A price is set on each ewe. The members then must evaluate them for suitability in commercial lamb production. They must also come to some price judgment.

The 4-H'ers are given training on what to look for when selecting commercial breeding ewes. Factors of age, size, conformation, breeding, thriftiness, wool, amount of face covering, and soundness are stressed. In addition, they are given information on the current prices of commercial breeding ewes.

For example, we would select four ewes as a class. One ewe is outstanding, and the other three are much alike with only small differences among them. All four ewes are acceptable as replacement ewes. The

member has money enough to buy the two best ewes at the prices that are given, or he has enough to buy three that are much alike. Which should he buy?

This class can be made up with many combinations of ewes and prices. Each can present a new challenge, because the ewes can be different and the prices can be altered.

In contests we have the traditional four ewes in the class. The same “keep” and “discard” breeding animal card is used as for the gilt class. Contestants arrive at a placing decision. In addition, the contestant “keeps” or “discards” ewes (that is, he chooses to buy or not to buy) and writes brief reasons supporting each decision.

Note that the work is with commercial-type ewes, the kind most Iowa producers use for commercial lamb production. The ewes used in contests are presented in fairly short fleece and in ordinary condition. We feel this helps members, especially the inexperienced, see differences in conformation. It also helps them learn what they are feeling for as they “handle” a sheep. (In contests where a large number of contestants are involved we often omit the handling of ewes.)

This class requires members to think. The first year this class was tested, the officials thought contestants ought to “buy” three ewes in the class. One participant bought only one and gave as his reason that he was going to take the extra money and buy a better ram. He had a point, at least we found we had provided a setting for judgment and decision making.

Reaction from Others

Harold Craig, Area Extension 4-H Leader, says, “I think that the 4-H leaders who have served some years have generally been enthusiastic about this approach, and comment that this is doing something that they feel will be helpful to the members. They also can help in preparing members for this type of program. They feel that the matter of using judgment in regard to the economic and production capabilities of animals is something that will be of

real help to 4-H'ers if they continue on with livestock. A common statement has been that ‘they’ve taken some of the guessing out of 4-H judging contests.’

“In training members of judging teams now, I think Extension agents feel that they are giving some training in problem solving as well as in judging livestock. Members are also being given some training in a classroom-type setting where they discuss the economics of animal production and the importance of different factors relating to animal production.

“Not all livestock breeders think that this is the proper way to conduct a judging contest; but it is interesting in visiting with them to have them admit that probably we are teaching young people more about livestock by this method than by the conventional method. I think in general the reaction of one leader summed this up when he said we were giving them a little more of the *why* instead of all the *how*.”

County Extension Associate W. D. Davidson of Waterloo says, “The break from traditional classes of four animals has been the greatest improvement to the 4-H judging programs in the last 10 years. Not only is it a more practical way of evaluating livestock, but we believe this has generated more interest among those participating.”

Future Changes

As we look ahead we want to try similar changes with beef cattle. One possibility being considered is including a market beef class which is placed on the basis of estimated value or cutability. With breeding beef heifers we are thinking that we need to tie in with the trend to production testing. We hope to teach judging participants to use weaning weights and conformation scores as additional factors to be considered in placing beef heifer classes.

Overall, we are trying to gear our judging program to a scientific approach. We want to retain the good parts of the old and include what is teachable and sound of the new technology. ■

Extension Specialist William Zmolek indicates backfat on a hog carcass.



Pilot Farm Tests Management Practices

WYOMING EXTENSION SERVICE operates a full scale pilot farm in the western part of the State. It is a testing ground for farm management practices such as mechanized irrigation and improved fertilizer application.

The Wyoming Agricultural Extension Service started the farm in 1959 as a land reclamation project to convert sagebrush country into irrigated farmland. With financial backing from the Wyoming Natural Resource Board and land acquired from the Soil Conservation Service, the Extension Service established a 640-acre farm unit with 239 acres to be irrigated.

The farm is in Eden Valley 45 miles north of Rock Springs in the Green River drainage. The desert-type farm is set high on a cold-climate plateau. The elevation is 6,500 ft., the growing season averages 80-90 days for frost resistant crops, and rainfall is limited to 6¼ inches per year.

Historically in this area, hay and grain sales accounted for the largest share of farm income. When these markets failed to provide sufficient income, farmers turned to the Wyoming Extension Service and the University of Wyoming for help. To answer their questions, Wyoming Extension personnel decided to establish the Farson Farm.

The plan was to develop and test a livestock enterprise on desert land brought under irrigation. Labor and physical facilities corresponded with those of any new settler. By adapting scientific management practices to the operation, Extension specialists hoped to find a way one family could make economic progress on a self-contained livestock unit in this high, dry area.

One Extension specialist has overall responsibility for the farm operation although all divisions of the University of Wyoming College of Agriculture are involved from time to time. A joint Extension-Research committee sets basic policy and determines long range plans.

During the first 3 years of operation, the Pilot Farm proved many practical farm management points. Experiences and records of the operation outline to local residents many improved methods of planning and operating a year-round livestock unit. In addition the farm has shown some adjustments needed on reclamation projects which will guide future project developments.

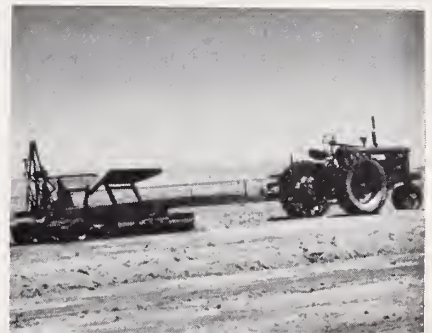
The Farson Pilot Farm exhibits the full scale attack Agricultural Extension is making on present day problems in its self-recognized responsibility of analyzing agricultural needs, proving modern farming practices on western rangeland, and sharing information with all Wyoming citizens and organizations. ■

by OSCAR BARNES
*Special Extension Projects Leader
Wyoming*

Bringing in power lines, domestic water, housing, and livestock buildings was all part of the development on the Pilot Farm during the first year. All improvements were held to lowest possible costs in line with utility.



The Bureau of Reclamation brought in water and the SCS installed ditches and did preliminary leveling. Shown here is the final leveling.





4-H'ers Learn Personal Appearance and Courtesy

by G. A. LINEWEAVER
Extension 4-H Leader
Iowa

Models representing an average, stout, and slim boy with a variety of appropriate and inappropriate clothing for each, illustrated principles of line, color, and texture.

EVOOLUTION is the word that best describes a series of Iowa 4-H activities started in 1960 and now known as the 4-H Personal Appearance Program.

The major objective of meeting the needs of young people has not changed, but the specifics and the way they are handled certainly have since the early stages of the program were reported in the March 1961 issue of the *Extension Service Review*.

Most teenagers are interested in their appearance. They want to make a good impression with their friends; and as they start thinking about careers, they realize that a good appearance is important in getting and holding a job.

The first thing a person probably notices about another is his clothes. But even though he may have the best clothes, a person who is not well groomed fails to make his best appearance. If he gives thought to selection and grooming, but disregards his posture, he will not appear his best.

Even if he has all these but is overweight, underweight, has complexion problems, or lacks vivacity

from improper diet or lack of sleep he cannot create the good impression he desires. Closely related to personal appearance, but not exactly a part of it, is courtesy.

Thus, as counties have planned programs to meet their needs they have had to decide *what*: (1) Clothing—selection, care, grooming, or buymanship; (2) Physical fitness—posture, exercise, or foods for health; (3) Courtesy—general, boy-girl, family, or public. They have had to decide for *whom*: all 4-H members, older 4-H members, all youth in the county, parents or the general public; and they have had to decide *when*: what shall we do this year, what next year, and what later.

The program has been very flexible. Some counties have concentrated on clothing one year, physical fitness the next year, and courtesy a third year. Others have taken a section of each topic every year; and some have gone in depth on one subject such as clothing, taking a different aspect each year.

The program has given an excellent opportunity for inter-discipli-

nary action on a State level as the 4-H staff and specialists in clothing, foods and nutrition, physical education, and music have cooperated in planning and giving training to the county Extension staff.

In most counties the program was carried out by leaders trained by the county staff. These have been 4-H committee members, local 4-H leaders, older 4-H members, and merchants or other persons willing to help with the program.

Information was given to people at local 4-H Club meetings, area 4-H meetings, special meetings of older club members, and other groups such as schools, family living, church, and service clubs. In some cases information was given to parents and children together, in others the same information was given to each but at separate sessions. Some counties gave general information to all 4-H members and then followed with specifics for older members.

Teaching aids provided by the State staff included a set of three masonite models representing an average, a slim, and a stout boy with a

Iowa's teenagers are learning that it takes much more than good grooming to make a good appearance.

variety of clothes which would illustrate principles of appropriate line, color, and texture for different body builds and color types. Also provided were a set of ozalids to help teach nutrition, and discussion guides and skits for teaching courtesy.

Polk County, in which Des Moines (pop. 200,000) is located, experimented with a different approach. Working in cooperation with the school administrators, the county Extension staff trained a 4-H boy and 4-H girl in clothing selection. These members operated as a team in training representatives from the schools.

Each junior and senior high school was invited to send a team and an advisor to a training meeting. One training session was held for representatives of the schools in Des Moines and another for the representatives of the schools in Polk County outside of Des Moines.

Each school decided how the presentation would be made to its students. These presentations included a general assembly, an assembly by grades, sessions with boys and girls separately, home rooms, and physical education classes.

More than 20,000 high school students were reached. Because all of the Polk County teenage 4-H'ers attended one of these high schools, no separate program was held for the 4-H members alone.

Fifteen counties in East Central Iowa arranged for older 4-H members to attend a concert at Cedar Rapids given by the Chamber Singers of Iowa State University. Previous to the concert, training in each county was given the 4-H members in what's right in clothing, grooming, and manners for a date and for attending a concert.

A recent survey shows that 81 Iowa counties have participated in the personal appearance program for at least 1 year.

Let's look at some comments made by county staff about the program.

"... Increased young people's interest in self understanding and a

desire to improve personal relations."

"Athletes were more concerned about their appearance as they went to play out-of-town ball games."

"Most of the members of the boys' basketball teams (from towns where we held meetings) showed up at the County Jamboree in suits, dress shirts, and ties. Quite impressive as they walked the full length of the gym to the dressing rooms."

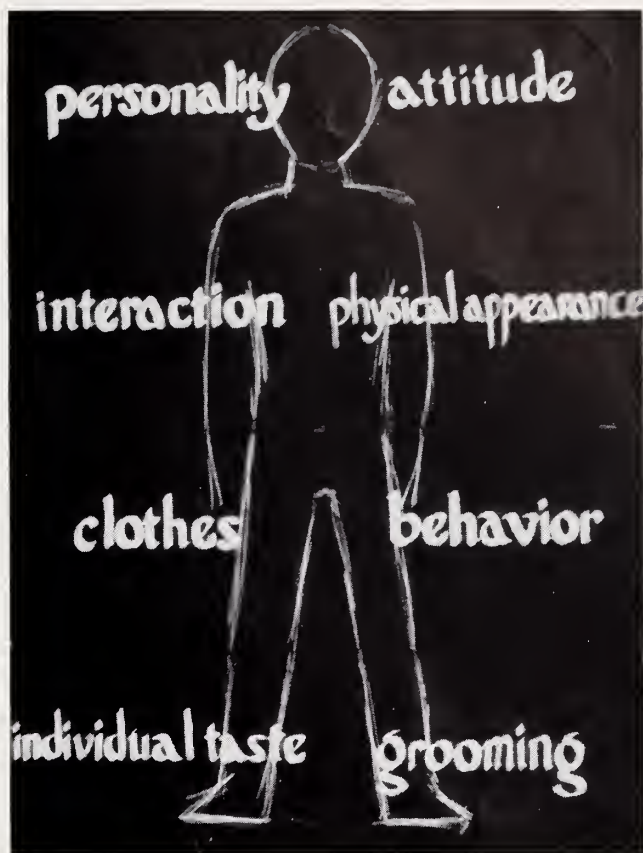
"Those who gained most and had the keenest insight of principles were the 20 boys and girls responsible for the presentations at area meetings. Leadership and experience was an important benefit to those responsible for the program." "Many club members developed demonstrations to show and tell different phases of personal appearance."

"... Gave good opportunity for co-operation with clothiers, school administrators, business and professional people."

One county reported, "To help our young people to develop personality-wise, the DIEX program was developed. This term was coined from the three phases of the program namely, *Dressing, Impressing, Expression.*"

In answer to the question, "If you were doing it over again what change would you make?" several said they would not try to cover so many topics in the same year.

Personal relations have been incorporated in the program each year and indications are that this aspect will receive even greater emphasis in the future. ■



This poster was used in the playlet, "The Importance of Personal Appearance," given at the State 4-H Conference.

Leaders are born and trained

by CLODUS R. SMITH
*Associate Professor
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University of Maryland*

LEADERSHIP development is a popular topic for the educator, the psychologist, the sociologist, and the church worker. But for the Extension worker the concept has depth and breadth of meaning—it has special and unique qualities. The success of his program rests on the foundation of a sufficient number of well qualified volunteer leaders.

Leadership development, in addition to training, includes a broad understanding of subject matter and human behavior, and the ability to integrate this understanding into action programs. It is a correct responsibility of the Extension Service. Leadership development is vital to the program's successful fulfillment of its challenge and responsibility. It is a basic objective.

The rapid changes we are experiencing are uneven in their impact. Some individuals adopt changes more slowly than others. As a result of these changes, today's Extension programs include activities unthought of a decade ago. As the number of Extension activities reaching more and more people increases, the necessity of involving more leaders increases in direct proportion. With the recognition of new challenges in civic affairs, human relations, and rural-urban concerns, Extension personnel have come to rely on an increasing number of leaders. Extension workers can neither personally lead each group, nor be expected to have all the specialized talents needed by an increasingly diverse clientele. Effective leadership is an essential element of community organization which links the public with agencies which promote change. Leaders who have special abilities and a spirit of inventiveness should be identified, developed, and utilized to speed up social adjustment.

Lay leaders serve a distinct purpose that is not fulfilled by any other person or position associated with the program. It is the lay leader rather than the professionally trained person who provides primary instruction in most Extension activities. County staff members serve the purpose of the program best by working with trained lay leaders in an organized, systematic effort.

The development of the county's leadership potential resources is a vital and functional need recognized by the

Scope Report. To the Extension program, lay leadership development is both an end and a means to an end. If the service of leaders is valued, increased effectiveness and tenure of leaders should be considered desirable goals of leadership development. If more people are to be served through modern programs, then more leaders must become involved in the planning, development, conducting, and evaluation of Extension activities at all levels.

Potential Leaders

Who should be developed as a potential leader? What qualities does one need? How do you know a potential leader when you see one? These are questions that are raised by new county staff members.

The noticeable similarity about leaders is the fact that they differ. The subject has been studied from several approaches and few things are found to be common. Although there are notable exceptions, generally speaking, intelligence, educational achievement, dependability, initiative, social participation, and status are apparently associated with leadership involvement.

One of the more important concepts useful to Extension staff members is that leaders can be developed. Another is that people are available to perform leadership functions: they need only to be identified and stimulated.

Extension activities vary; needs and interests change; and so do the special abilities needed by potential leaders. A variety of leaders is needed in Extension activities. Who should be considered a potential leader? The individual who: (1) has the capacity and the will to lead; (2) has feeling and respect for others; (3) has insight to stimulate others to action and; (4) can coordinate the talents of the group in the pursuit of desirable goals.

Potential leaders should have the ability to grasp a situation and assist the group in setting goals and offering alternative solutions to problems it faces. He should be able to stimulate enthusiasm in others, keep harmony, and help individuals function as a group.

An "accepted" person usually has these qualities. He is an informal leader and should be encouraged to serve as a leader. He may not consider himself a leader, but others "go along, because he is usually right," without

realizing he is leading. "Accepted" persons have established relationships in the community that are useful in reaching more people.

What is Leadership?

Leadership is a process whereby an individual directs, guides, or influences the thoughts, feelings, or behavior of others. Leadership may be direct or subtle. It may be overt or dominant. It may be planned or unplanned. It may be conscious or it may be unconscious. In the final analysis, the only true requisite to leadership is followship. When one finds a leader he will find a follower.

It seems an understatement to say that Extension is committed to the grassroots approach to democratic leadership. Democratic leadership is usually characterized by democratic selection of methods used in guiding group action toward common goals. This type of leadership is a means by which a group is aided in setting and attaining desirable goals. Extension recognizes respect of individuality by creating a democratic environment that favors maximum freedom and opportunity for the thinking, effort, and achievement of individuals.

The effective leader expects to get results through encouraging participation by group members in decision making. He recognizes that he is first a member and second a leader. He develops confidence and aids the group in recognizing satisfaction from accomplishment.

As applied to Extension, democratic leadership is doing those things in the Extension activities which help the group maintain morale to consider and solve problems important to group members. It serves to develop within members of the group each individual's unique abilities through the solution of the group's problems. Leadership development should consider the following areas: (1) selection criteria and procedures, (2) aptitude and leadership philosophy of potential leaders, (3) training opportunities, (4) leader recognition, and (5) evaluation of performance.

Definite Training Needed

Leadership ability can be developed, but some people have more potential than others. It is true that leaders are born. So are track stars, but no one expects an athlete to run a four-minute mile without a definite training program, regardless of his inherited characteristic.

A portion of what one is able to do is inherited, but also is a portion determined by training. Leadership abilities can be developed. Just as leadership is not a set of personal traits, it is not merely a set of skills that may be learned, although skills may help. Leadership development involves the individual who has the will, the capacity and desire to lead, who is struggling with a problem of performing as a leader in a situation, and who is developing his leadership capacity. Growth and development as a leader comes as one experiences, participates, and comes to grip with problems in actual situations. Leadership development requires functional, participating experience.

A professional worker cannot sit idly by for potential leaders to emerge. His job is to create situations for the

evolution and development of new leadership. He must stimulate people to rise to the challenges for situations requiring the development of their potential. As leaders learn by observing and acquiring experience in desirable participation, their leadership capacity will be developed. The arrangement of opportunities for participation, the development of a sense of obligation and morale, and the evolution of desirable attitudes and common purposes are necessary for leadership evolution. These types of participating opportunities are satisfying and lend encouragement to potential leaders—essential to needed self confidence.

Professional Extension workers should recognize that the contribution of the lay person is much too important to the program to be taken for granted. Potential leaders should be encouraged to participate fully in making decisions. County staff members should share with lay people the concern and problems of activities, projects, and programs. The leadership development objective of the Scope Report is served when lay people share with Extension personnel in the planning, developing, conducting, and evaluation of Extension work.

Continuous Development

Wherever and whenever the opportunities for participation in Extension activities exist, is where and when the development of lay leaders should take place. Extension activities are people-oriented and Extension personnel are activity-minded. It is doubtful that any organization or agency could boast more experienced opportunities for development than a dynamic Cooperative Extension program directed by a progressive staff. These opportunities are numerous and leadership development should be continuous.

It is a mistake to doubt that potential leaders are present. A community is never devoid of potential leadership. Would-be leaders are all about us—given a situation or stimulation, they will evolve. The community is a natural setting for leadership development. These people only need to be motivated to be developed. Alert Extension workers recognize these activities as opportunities for lay leadership development.

Research tells us leaders are willing to attend meetings. It also tells us that they do not necessarily do so unless their interest is taken into consideration. The time and place of meetings may be determining factors in leaders' attendance at training meetings. Rotation of leadership activities among leaders' homes seems to be a desirable practice. In addition to training meetings, participation in civic councils, committee meetings, field trips, demonstrations, surveys, program planning meetings, and other activities offers opportunities for leader growth.

Leadership development is vital and essential to a successful Extension program. Challenging Extension activities reaching an increased number of people create new leadership needs. To satisfy these needs, desirable persons who are potential leaders should be stimulated to serve. Time spent on leadership development will lead to a stronger agriculture, a stronger home life, a stronger community, and a stronger Extension program. ■



Educational Meeting Leads to Development

A South Dakota county has succeeded in capitalizing on local resources that offer promise for further development.

The State is the Nation's leading bluegrass producer, yet seed processing wasn't geared to production.

Taking this into account, Beadle County Agent, R. J. Gibson set up an educational meeting on bluegrass seed processing. The Beadle County RAD committee and the Huron Chamber of Commerce encouraged the Cook Seed Company to locate a new seed processing plant in a renovated building in Huron.

Last year—the first year of operation—the plant cleaned one-seventh of the State's bluegrass production.

It provides a better market for nearby growers, employs four men full-time and many more during the harvesting season, and holds promise for expansion.

Last year, Extension, in cooperation with the RAD committee and fertilizer companies, started an educational campaign promoting fall fertilization to increase seed yields and improve stands. The owner of the seed company has bought a farm where he plans to carry out research on fertilization and irrigation of bluegrass for seed production. A new brand name is being developed to help market the seed.

Extension workers say that resource development has taken on new meaning for people of the area. They've learned it's often easier and more effective to utilize underused facilities than to develop completely new ones. They've found that jobs don't just happen—they need to be planned for and worked for. Even though seed yields are comparatively high now, farmers are discovering that better management can make them higher. They've also learned that research and market development are as important as production and processing—that, in fact, they all go together.

Things are looking brighter in Beadle County. ■

Wanted: Good News!

"County Extension agents are in a unique position of knowing what is going on in their county."

That's a true statement, isn't it?

Several times in the last month we've come across the same kind of a statement, accompanied by a plea from State Extension editorial or RAD workers: "Give us more local RAD news!"

There are lots of good stories going to waste—either not being told, or not being told to enough people.

There are many reasons for helping tell the story of successful group action in resource development. We'll just consider two: recognition of a job well done and telling others who might be able to accomplish similar progress.

There are few people who don't appreciate a pat on the back. In a big, tough job like RAD, leaders dedicate considerable time and effort for the good of their community or area. Newspaper stories or other reporting on progress can give them—and the program—needed recognition. The same effort will help others know that things are looking up: it should lead to greater support of the program.

If you've read this, it's a sign you're on the prowl for useful ideas. Resource planning and development groups are looking for *borrow-able* ideas, too. Remember, these ideas—stories of how agents or a RAD group tackled their problems—come from folks like you.

Your State RAD leader or Extension editor can find outlets for stories of county or area development progress.

They don't necessarily need to have an exclusive—a story written just for them. People in your county or area should be getting a steady flow of reports on how the local social and economic development group is doing. A copy of these kinds of stories or newsletters, sent to the State office will usually give them most of the details they need to work with.

Michigan, for example, now asks for these published stories in place of the traditional narrative annual report.

One final bit of advice: nobody expects miracles—keep to the facts.

The facts are: citizens' groups are accomplishing wonders in assessing their resources and in making the most of them—all over the country, in many different ways.

That's news, good news!

Help tell it, as well as make it! ■